

GOAL 1 — ENHANCING ACADEMIC EXCELLENCE AND SCHOLARSHIP

There will be increased focus on student learning in and out of the classroom and on using assessment tools to drive improvement. New master's programs and selected doctoral programs will be developed. Research, service and engagement opportunities will be increased, as will support for innovative teaching, learning and engagement.

- 1. We will define the characteristics of a Fresno State graduate along with an expectation that all Schools, Colleges and other support units will offer programs and services that will enable our students to attain these characteristics.**

- 2. Continue improvement of the comprehensive undergraduate general education program**

- 3. Develop and fund additional masters programs and selected new doctoral programs (including an independent doctorate in educational leadership) in support of our region**

- 4. Increase opportunities for campus involvement in transformational scholarly research, service, and engagement**

- 5. Support research and scholarly work that engages the campus with the community
Provide necessary technological support for innovative methods of teaching, learning, and engagement**

- 6. Introduce changes in the campus physical environment that promotes and supports increased student/faculty interaction**

- 7. Develop and fund interdisciplinary degree programs and options**

- 8. Provide more dedicated and flexible spaces for individual and group study**

- 9. Transform the university by securing funding and support for advanced degrees, academic excellence, faculty support, scholarships for students, and library enhancements**

HML

Henry Madden Library.

Goal No. 1 - Spring 2009 Report

CALIFORNIA STATE UNIVERSITY, FRESNO
DIVISION OF ACADEMIC AFFAIRS
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- A new building provides the campus a first class library, which serves as the center for academics on campus. The building includes improved student learning spaces inside as well as improved outdoor spaces with more friendly study spaces including wireless expansion and the renovation of the Peace Garden.
- Newly redesigned meta-search tool (one search box covers multiple databases) enhances access to scholarly research
- Library faculty with subject expertise work directly with and serve the colleges and schools through the library liaison program.
- A thorough assessment of print resources is underway matching purchasing data against circulation data etc. This effort will identify gaps and overlap, leading to a strengthening of the collection and maximizing scarce collections budgets.
- Digitization of special collections and University Archives photographs will serve the needs of research as well as attract community members and alumni.

I - New degrees / programs implemented this year.

- BFA – Bachelor of Fine Arts in Graphic Design
- BS – Bachelor of Science in Biomedical Physics
- Ed.S. in School Psychology - currently has 18 students enrolled
- Certificate of Advanced Study in Psychiatric Mental Health Nurse Practitioner
- Masters of Science-Criminology-First Cohort: Targeted audience: Fresno County Employees (CAGE)
- Masters in Public Administration-Sixth Cohort for Tulare/Kings and Kern County city and county employees. (CAGE)
- Executive Master's in Business Administration (EMBA). Seventh Cohort (CAGE).
- Minor in Creative Writing
- Certificate of Special Study in Creative Writing
- B.A. Option in Instrumental Jazz Performance
- Agriculture Economics minor for Certified Pest Advisors.
- Sports Marketing Option
- Special Major in Hospitality Services with two tracks: Hospitality Marketing and Hospitality Event Planning
- Physical Education Credential Option
- Certificate of Advanced Studies – Psychiatric Mental Health Nurse Practitioner Program
- Criminology Option in Forensic Behavioral Sciences
- Completed the options for the Professional Master's Degree in Forensic Science

Under Development

- B.A. degree in Latin American Studies
- Certificate of Advanced Study: Teaching American History.
- Masters Degree in City and Regional Planning with Cal Poly San Luis Obispo.
- Professional Masters Degree in Water Resource Management
- Masters Degree in Education with an emphasis on Reading (online)

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- Masters Degree in Education with an emphasis on English Language Learners
- Additional options in Sports Administration and Spanish Linguistics Masters degrees.

II - *New initiatives focusing on student learning launched*

- Learning Communities were expanded to 42 sections including IAS and Dance, two Health Science classes and a Biology-History Residential Learning Community.
- First Year Experience – Eight faculty were provided buy-out to develop an FYE program to be taught in 2009-2010. They have developed themes, common readings and common syllabi and are working on cross-course assignments and culminating projects. Fifty students will earn 24 GE credits, meet remediation requirements in English and math, and be provided with mentor support.
- Student Learning Outcomes for GE courses were developed.
- Academic Testing Center expanded operations with 35 instructors having students take exams in the center to free up class time for other teaching and learning activities.
- CAST implemented college-wide assessment meetings to enhance and simplify outcomes assessment activities;
- The Interior Design program presented technology workshops to their majors.
- A new acting assignment in the period styles class (Theatre Arts) addressed movement in monologues.
- CSB instituted a requirement for a 2.25 GPA or better for declaring an option.
- Finance and Business Law used grants from the *CSU Real Estate Education Endowment Fund* to improve the quality of instruction.
- ISDS launched a campaign to focus on students' critical thinking abilities and began using a common set of core learning goals in multi-section classes.
- Marketing and Logistics students created the world's largest container of milk (16 feet tall) and the world's largest raisin Icon (15 feet tall)
- The Sports Marketing option and certificate program was launched.
- The EMBA program added additional class time in accounting for the prerequisite boot camp (2 days to 4 days), added evening tutoring classes for core accounting and finance courses and had a tutoring lab each to increase students' financial reasoning skills.
- Kinesiology expanded use of team-teaching in the core curriculum, standardized lab experiences and use of grading rubrics in core courses, and expanded use of mentoring for Teaching Associates.
- Physical Therapy students were assigned 14 hrs/semester for patient care as part of a learning experience and provided services for more than 60 students who did not have additional health insurance at the Student Health Center.
- Physical Therapy designed an advanced clinic for a DPT student to oversee graduate PT students in the musculoskeletal clinic. The DPT student also worked closely with the physicians and other staff at the Student Health Center to provide education classes, and input for the wellness program.

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- Social Work implemented faculty advising that provides better oversight of student program and degree completion requirements.
- The Kremen School develop a metric that demonstrates their students have a positive effect on K-12 student learning.
- Counseling developed a new ethical policy and launched two COUN 280T electives- APA Writing and Integrating Spirituality into Multicultural Counseling. They also conducted a study abroad course – Mexican Healing Arts and added three new electives to the curriculum: COUN 280T Grant Writing, COUN 280T Non-Profit Management and COUN 280T Succeeding Personally and Professionally.
- Doctorate Program in Educational Leadership -This year a 360 degree pre and post assessment of student dispositions was administered to incoming doctoral students (Cohort 2). An evaluation of the embedded fieldwork experience was developed for the “clients” of the fieldwork. Rubrics and criteria for dissertation and oral defenses were designed and approved by the Graduate Group faculty.
- The Educational Administration Program (ED AD) aligned student outcomes and CCTC requirements. Several assessment measures were designed and implemented this year, including a 360 degree pre and post assessment of student dispositions.
- Three faculty members in the Reading Graduate Program worked with Digital Campus to develop graduate courses online through the eScholars program.
- The Reading Program faculty revised the competencies in LEE 173 and LEE 177 to make them more practical and easier for the students to perform.
- Required assignments for each course in the MAT were expanded to be more consistent with learning outcomes for each of the courses. Thesis and comprehensive exam options were added as culminating experience options. Action Research methods were more thoroughly modeled and embedded in MAT course’s delivery of content and types of assignments to be more consistent with course and program learning outcomes, and examples of action research projects and theses were added to the MAT Blackboard organization. More technological learning outcomes focusing on podcasting, Audacity, Elluminate, and blogs were built into MAT coursework.
- The Lyles College provided additional resources to Pathways which provides a one-stop shop for services such as recruitment, outreach, tutoring, workshops, lecture series, mentoring, co-ops/internships, field trips, first-generation services, and alumni events. The college also increased emphasis (better supervision, more College resources, more space) on student projects.
- The Biology Department established an honors program, eliminated multiple options, implemented the use of clickers, began development of inquiry-based laboratories, and developed a proposal to offer BIOL 5A and 5B to meet the General Education/Liberal Studies B2 requirement for Life Sciences.
- Physics gave increased support to student research as a learning methodology encouraging students to attend conferences and publish in journals. Physics faculty integrated a student response system (iClickers) into their classes.

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- Student use of textbooks was increased in Chem 1A by implementing brief quizzes on readings at the start of every class period using iClickers. Students self reported 85% reading the textbook compared with less than 50% in previous semesters. Student involvement has dramatically increased and test scores have improved by 10%. A series of streaming videos demonstrating how to use Microsoft excel to solve problems relevant to Chem 1B Laboratory was posted to improve student skills. Preliminary feedback from students was very positive. An independent research component was added to CHEM 124 (Inorganic Lab). Students responded very favorably
- Earth and Environmental Sciences faculty have incorporated several group exercises into the classroom.

III - What new support was given for innovative teaching, learning and engagement?

- Curricular Innovation awards by Undergraduate Studies were provided to faculty: Biology (2), Economics (1), English (1), Health Science (1), ISDS (1), History (2), Theatre Arts (2)
- Support to eight faculty to develop a First Year Experience program
- Support for 7 Revolutions led to a course in the Honors program
- Graduate faculty enhancement awards were provided to faculty for improving teaching, learning, and engagement
- The Stoller Endowment (FSN) was used for release for course development
- Professor Ida Jones co-developed (with J. Scott) “Academic Integrity Workshop: Focus on Plagiarism” and presented to nearly 1500 students in 2007-2008 Academic Year.
- As part of a Business and International Education Grant (BIE), two faculty members are revising courses by incorporating global components. BA 177 Legal Environment of World Commerce. and IS 187 Information Systems Capstone
- Dr. Nancy Nisbett received assigned time support (fall semester) from the Provost’s office for RSCA for the development of the Phoenix Gang Intervention Curriculum.
- Professional development sessions were provided to teacher candidates and faculty to strengthen teaching strategies for English Learners and students with special needs, and to provide resources for at-risk students
- eScholars were funded to foster innovative teaching, learning and engagement using technology
- The Lyles College of Engineering initiated a showcase of all student projects in a single event called “Projects Day”. They also co-sponsored the “FIRST Lego League” bringing 90 high school teams to campus
- The ProACT Series brought faculty together over the academic year to discuss how to promote active learning and critical thinking
- The Deans Series featured all of the campus deans in a year long lunchtime series reflecting on teaching and learning

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IV - *What new assessment tools were used and how did they drive improvement?*

- In AY 2007-2008, 17 degree programs involving 8 departments, completed their Program Review. Of these 17 programs, 5 programs had implemented assessment and used the information to improve curriculum.
- A change program review procedure is before the Academic Senate which will utilize national accreditation in program review improving the on campus assessment process.
- Art 37 now includes a portfolio review that will be used as the initial assessment of artistic skills for the major.
- Philosophy hosted a Best Practice Instructional Meeting in which faculty discussed student writing, student argumentation abilities, and assessment data. They shared instructional experiences, assignments and expectations.
- Theatre Arts graduating seniors explored their experiences in the program;
- The Craig school implemented five standardized school-wide rubrics to assess learning outcomes for writing, oral presentations, quantitative analysis, use of technology, and projects.
- Accountancy created an experimental course entitled “Think Like an Accountant.” It is designed to “bridge” or “fill in” accounting knowledge “gaps” students have as they begin the accountancy option courses.
- CDDS has developed a new student assessment tool that will give students and faculty greater feedback on student progress throughout all aspects of their undergraduate and graduate studies.
- Public Health launched the “Program Enhancement Project” designed to improve undergraduate program options.
- Kinesiology conducted a survey to measure student perceptions of whether the team-teaching format was more effective than a traditional method. The students overwhelmingly favored the team-teaching approach. Consequently, this instructional approach is being expanded into other courses for which it is considered appropriate.
- Recreation Administration initiated a discussion and a preliminary development of rubrics that will articulate across the curriculum e.g. writing standard, presentation, participation.
- Social Work began trials of a ‘clicker’ program and implemented a revised Learning Agreements for student internships. Anecdotal feedback suggests that Field Instructors find them easier to use and more comprehensive.
- Multiple and Single Subject programs developed the Improvement and Accountability Plan (IAP) to address areas of improvement.
- Formative and summative assessments in MAT coursework was expanded to include case study approaches to teaching and learning, action research or self-study methods in coursework and in public school classrooms, and use of podcasting, Audacity, Elluminate, and blogging.

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- Advanced Credential Programs piloted an online exit survey for all programs in the NCATE unit. Results will be used to determine program improvement when instituted this Spring.
- The Lyles College of Engineering established a college-level Assessment Committee to coordinate and facilitate various assessment and evaluation methods.
- The Biology Department ran an assessment project to determine the effectiveness of current statistical courses. Findings point to a need for either a biology statistics course or a course in experimental design and statistics.
- iClickers were used by Physics as an instant assessment tools.
- The Department of Mathematics recently implemented exit interviews for both undergraduate and graduate students. For the graduate program, this resulted in a new qualifier exam policy and revised guidelines for the culminating experience.
- The Department of Chemistry implemented an instrument to assess when majors learn key chemistry concepts.
- The Psychology Graduate Committee developed a thesis rubric and embedded questions in the final given to students.
- Faculty attended a one-day conference in February on using e-portfolios in the classroom. E-portfolios can be used by students as a repository for their work, a way for students to interact on projects, a showcase for employers and graduate schools, and for department, college and university for outcomes assessment.
- Industrial Technology administered the national Certified Industrial Technologists (CIT) exam to seniors in IT 196 (required senior seminar) in order to compare how well CSU, Fresno students are prepared relative to seniors nationally.
- The IRAP Learning Assessment Team was formed. LAT's purpose is to strengthen outcomes assessment across the campus both in quality and ease of implementation.
- IRAP conducted research projects to investigate student success in meeting the upper division writing requirement
- All existing program SOAPs have been collected and posted on the IRAP website to facilitate faculty sharing of assessment resources and expertise.
- Various platforms for hosting e-portfolios are being reviewed for potential pilot testing of this tool as the mechanism for assessing these characteristics and learning outcomes.
- Learning in University One was assessed through a pre and post test analysis and via portfolio readings.
- The Library is conducting an anthropological study of student's use of the library and student research patterns and habits in order to determine how best to utilize library resources and structure programs to improve learning.

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